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Mathematics.—Use of percentage in connection with the weighing of yarns, dyes, and mordants.

Geography.—Excursions to mills. Pictures and stereopticon views of Indian, Egyptian, and American cotton fields; Egyptian and Rhenish and Irish flax regions; of grazing regions of Central Asia, China, Russia, Switzerland, Spain, South America, and United States. Reading lessons on Egypt and the Nile. The making of a river in the geographical laboratory or in the school yard; observation of the essential facts of all river action. Reading lessons on the early culture of flax and cotton in the Nile valley.

History.—Reading of the early history of Chicago and its fur trade; excursion to the wool markets of the city; Miletus as an ancient wool market; textile arts among the ancient Greeks. Stories of inventions in means of transportation.

Literature.—Stories from the *Iliad* and the *Odyssey*.

FOURTH GRADE.

Weaving.—Rag rugs; bath mats: baskets of rattan, raffia splints, and cord.

Dyeing.—Yarns, threads, and rags for mats.

Embroidery.—Doilies for the dining-room; bags; aprons. Crosstitch, satin stitch, and outline stitch.

Sewing.—Aprons; bags; over-sleeves; easier parts of costumes needed in plays. Felling, gathering, darning, sewing on of buttons. Plain seams on machine.

Nature study.—Practical use of lever in the hand-loom and sewing-machine. Use of steam motor in running sewing-machine. Observation of chemical and physical changes taking place in dyeing. Use of litmus in testing acid and alkali mordants. Salts; experiments in crystallization.

Geography and history.—Local topography and its relation to methods of transportation, trade, exports and imports, manufactories, public buildings, and history. Reading descriptions of the people and regions which send their products to our city. People and countries of other times which have been noted for their contribution to knowledge of the industries represented in our city.

Literature.—Biographies of inventors, discoverers, and explorers, *e. g.*, Cartwright, Arkwright, Hargreaves, Crompton, Jacquard, Whitney, Watt, Stephenson, Newton, Edison, Marco Polo, Columbus.

HOME ECONOMICS.

ALICE P. NORTON.

THE following plan for teaching was prepared by a member of the pedagogic class as the summing up of the work of the winter quarter:

MILK AND ITS PRODUCTS.

I. Universal use of milk in cooking and as food. Stories of Swedish and Norwegian peasants and inhabitants of Switzerland.

II. Simple experiments. (1) Separating cream from milk; (2) separating the curd from the whey; (3) making butter and cheese.

III. Milk products. (1) Butter, (2) cheese, (3) buttermilk; leading to IV.

IV. Industrial studies. (1) Milkman and his work. (2) Dairy, or work of farm connected with the milk: (a) process of milking; (b) straining; (c) care of pails, cans, etc.; (d) skimming; (e) care of cream and milk; (f) difference in quality of milk; (g) care of cows. (3) Creamery, or butter-making on farm: (a) storing of cream; (b) stirring; (c) process of churning; (d) temperature of cream and air; (e) "working" the butter; (f) care of butter; (g) qualities of butter. (4) Study of primitive methods of making butter, compared with modern; old-fashioned churns, etc. (5) Cheese factories, and making of different kinds of cheese.

V. Commercial value of milk, butter, and cheese. Comparison of cost of butter with cost of cream for making.

VI. Cookery. Boiling milk; use in cocoa, soups, desserts, etc.

VII. Food value and digestibility (with higher grades).

Arithmetic is absolutely necessary in this work. The many problems arising involve: (1) Pints, quarts, and gallons, and the changing of pints to quarts, etc. (2) Computation of cost of milk used in school or home for different purposes; cost of cream, butter, and cheese. (3) Weights, avoirdupois and metric.

Reports of visits to farm, dairy, and creamery will be made by writing, drawing, making, modeling, or dramatizing.

Literature to be used by the children.—Chase and Clow, *Stories of Industry*, Vol. II, p. 100; Thaxter, *Milking*; Dobson, *The Milkmaid*; Wells, *The Cowboy's Song*; "The Cow and the Ass," *Stepping-stones to Literature* (for fourth grade), p. 52.

REFERENCES: "Dairy Schools and Dairy Products," *Popular Science Monthly*; United States Department of Agriculture, *Farmer's Bulletins* Nos. 29, 42, 63, 74; Mrs. Percy Frankland, "Boiling Milk," *Nineteenth Century*, September, 1896; Mrs. Lincoln, "Cheese," *American Kitchen Magazine*, January, February, March, 1902; "A Lesson from Switzerland," *American Kitchen Magazine*, Vol. II, p. 190; *ibid.*, Vol. II, p. 122; Vol. VII, p. 183; Reports of Department of Agriculture, Bureau of Animal Industry, *Bulletins* Nos. 5, 11, 14; Wing, *Milk and Its Products*.

GENERAL OUTLINE FOR APRIL, MAY, AND JUNE.

Subject: The House.

I. Function of the home in society. Relation of the house to the home.

II. Historical. The evolution of the house. Homes of primitive peoples. Greek and Roman houses. The mediæval house. Old colonial houses.

III. The modern house ; (1) the location. Study of soils and building sites. The situation and surroundings from the sanitary and æsthetic standpoints. (2) Domestic architecture. Study of styles of architecture as seen in the dwellings of Chicago. Drawing of house plans. Visits to houses in process of construction. (3) Sanitation: (*a*) disposal of household waste ; modern plumbing and its care ; the drainage system of Chicago ; (*b*) heating and lighting ; relative merits and costs of different systems ; applications of physics in steam and hot water heating ; electric light and gas meter ; (*c*) ventilation, its physics and physiology ; systems to be used in new building ; practical systems for the house ; (*d*) water supply ; study of the Chicago supply ; purification of water ; filtration, public and private ; the water meter. (4) Household art : The finishing, furnishing, and decoration of the house ; woods, their finishing and care ; principles of decoration.

PHYSICAL TRAINING.

CARL J. KROH.

REVIEW FOR THE WINTER QUARTER.

THE present gymnasium of the School of Education, although only a temporary arrangement, represents a handsome model-school affair. It is adapted to the needs of the classes from the kindergarten, the grades, and the pedagogic school. It is suitable for individual and corrective, as well as for class work. The completion of the equipment, early in January, greatly facilitated the work in physical training during the past quarter, having made possible an extension of opportunities for optional practice.

Hours for special practice were assigned the classes composed of the various grades. Those pupils who could not participate in this special practice availed themselves of the periods assigned for team plays. The pedagogic classes organized a special course in dancing calisthenics, supplementary to the regular work. The programs of the regular schedule hours of each class in systematic, free, and apparatus gymnastics, games, and plays, reinforced by the optional practice, were illustrated in the monthly summaries during the regular morning exercises before the whole school. Some thirty pupils received special attention in corrective gymnastics during eleven hours of the day.

Outdoor exercises, suggested, consisted of outings, quick marches, and moderately fast runs to the lake front, and back, the several groups of boys usually reporting their experiences to their classmates.